

DATES TO REMEMBER

Wednesday 3rd September

Student-Free Day ~ no
students to attend school
on this day

Thursday 4th September

Father's Day Café Visit

Thursday 11th September

NDIS Information
Exchange Meetings

Tuesday 16th September

School Concert

Friday 19th September

Last Day of Term 3—
early finish

Monday 6th October

First Day of Term 4

Monday 27th October

School Council Meeting—
7pm

Tuesday 4th November

Melbourne Cup Day
Public Holiday

Friday 14th November

Student-Free Day~ no
students to attend school
on this day

Monday 24th November

School Council Meeting—
7pm

Thursday 11th December

Student Graduation 2025

Friday 12th December

Last Day of School for
2025 Graduands

Thursday 18th December

Last day of 2025 School
Year for Students

Friday 19th December

Student-Free Day

BAYSIDE NEWSLETTER

ISSUE 12



Bayside
Special
Developmental
School

27 AUGUST 2025

Bayside SDS Acknowledges the Bunurong Peoples' of the Kulin Nation as Traditional Owners and Custodians, and pays respect to their Elders past, present and emerging

Principal's & Acting Assistant Principal's Report

Bayside Live – Our Annual Concert

We are really looking forward to our annual concert on Tuesday 16 September. The show starts at 6:00pm, so please arrive from 5:30pm and bring your child to their regular classroom to ensure a safe handover to staff.

Practices are well underway in the gym, and a lot of effort has gone into preparing costumes and props. Staff and students will certainly feel more comfortable with a Term 3 concert, without all the additional activities and stress that come at the end of the year.

Father's Day

We all look forward to seeing Dads, Father Figures and Special Someone's at our Southside Café on Thursday 4 September from 10:30am (please confirm exact time with class Teacher). We were delighted with the response we received from this year's Mothers' Day, where our visitors were able to appreciate the achievements of students. Southside Café's focus is not about the food. It is about providing real world experiences so all our students—both crew members and customers—can build their social, daily living and work skills, while using their own mode of communication.

From the Personal and Social Capabilities curriculum alone, we are able to support students to achieve goals to:

- * *Walk with a group (class or staff member) to café.*
- * *Remain with group when transitioning to café.*
- * *Move directly to café with group.*
- * *Enter café with group in orderly / safe manner.*
- * *Respond to greetings from others.*
- * *Walk up to others and greet them.*
- * *Follow basic 1, 2 step direction to line up in designated area.*
- * *Wait in designated line.*
- * *Recognise own space and respect others' personal space.*
- * *Maintain position in line as it moves along.*
- * *Wait for turn to be called to order item.*
- * *Look toward other when called / come when called.*
- * *Look / orient when listening to others (shifts body / gaze every few sec.).*
- * *Listen quietly when others speak.*
- * *Respond to questions from others.*
- * *Use appropriate volume of voice.*
- * *Follow eye gaze, point or gesture by others.*
- * *Look / orient / respond to object presented.*
- * *Look expectantly for something to happen.*
- * *Gain appropriate attention of others.*
- * *Turn and orient toward person when making requests.*
- * *Select item from available options and indicates wants.*
- * *Make a different choice if first choice is unavailable.*
- * *Give / Accept / Receive item.*
- * *Move between different stations in sequence.*

BAYSIDE SPECIAL DEVELOPMENTAL SCHOOL

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- * *Wait for interaction with others at each station to finish.*
- * *Move away from station when finished, giving others space to approach.*
- * *Stay in customer designated zones.*
- * *Wait for everyone in group to collect their order.*
- * *Remain in café until everyone in the group is ready to leave.*
- * *Leave with group when they start to move.*
- * *Ask for help if needed.*
- * *Accept help from adult.*
- * *Take responsibility for personal items (communication device / credit card).*

Tours for Enrolment

We've been very busy with enrolment enquiries over the past few weeks, as we continue to provide 1:1 tours for families so that we can begin to understand their child's needs and have them see our school in action. Visiting families realise quickly just how well the school facilities and environment have been planned and built to support our students. They also note how welcoming staff are and how warm and calm the setting is.

Wellbeing

Last week, Teachers completed their regular Wellbeing Check-ins for all students. These assessments are conducted twice each term and play a vital role in tracking changes in student wellbeing over time.

The check-ins help identify shifts in engagement, interactions, behaviour, and health compared to each student's baseline. This process gives school leadership valuable insight into individual student needs and supports timely interventions. Each assessment includes a scored component and teacher comments, which guide decisions about whether further information or referrals to school therapists and specialists are needed.

Importantly, the check-ins also highlight positive changes in student wellbeing. This allows staff to learn from successful strategies and adjustments that have supported student growth.

This is the fifth year that the Wellbeing Check-ins have been used at the school, and they are now an integral part to the school's processes to effectively monitor and support individual student wellbeing and engagement.

Survey

We remind parents, caregivers, and guardians to participate in our 2025 survey. This annual survey, conducted by the Department of Education, helps schools better understand family perceptions of school climate, student behaviour, and engagement.

Your feedback is valuable, and the Department also uses the survey results to inform broader research and improve outcomes for students across Victoria.

The survey will be open online until Friday 19 September.

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Families have received a unique survey link and PIN via Seesaw. All responses are anonymous.

At Tuesday's staff meeting, we worked on refining our student survey to ensure students can have a say through the choices they make at school, to add more questions that provide deeper insight into their experiences, to make the survey accessible to all, and to develop a reliable tool we can use annually.

Made for the Shade

Our newest shade sail in the North playground is an impressive structure. The single post design has meant that we were able to work around underground services, and eliminates the need for multiple posts, preserving valuable play space for students. Although we do not have much sun to worry about at the moment, the new sails are also weatherproof and protect from rain.



We are almost through Winter, and hopefully as the weather starts to improve we begin to see less of the colds, flus and other illnesses that circulate through our homes and classrooms. Let's hope for a healthier, more energised start to Spring

Thanks to all that have helped us manage this season by staying at home when they have needed, to reduce the spread of illness.

Justin & Abby

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Room N2 ~ Karryn, Gemma & Neena

Maths learning often has a strong emphasis on Number, but this goes beyond counting and calculation. Number skills form the foundation for other areas such as measurement, geometry, statistics, and probability. Having completed our module about position and location, our current focus is now on Data—specifically collecting, representing, and interpreting information. Students have taken part in a variety of engaging activities to gather data. Initially working together as a whole group, there were so many clipboards and communication tools in hand, we soon realised that a more individualised approach would be preferable.

Working one on one, Kanata transitioned well around the school, Sam knocked and waited at another classroom's door, Aiden used an audio switch to pose questions, Dylan used verbal language prompted through use of an ALD, and Archer enquired and asked follow-up questions using his communication device. Questions about pets, siblings and favourite fruit, eliciting responses that students were then supported to record in different ways—positioning photos alongside visuals, colouring in boxes, and using tally marks. Back in the classroom, these results were analysed, compared and represented as pictographs, promoting discussion and the use of mathematical language such as most, least, none and the same.

It has been a fun hands-on learning experience for all—not only collecting and exploring data, but also moving around the school, sharing about themselves, and learning more about our wider school community. Great work N2!

Room N3 ~ Carly, Marion & Vania

Hi from N3.

Every morning, N3 students are encouraged and supported in their arrival routine. Everyone receives a warm welcome and, “How are you?”, at the buses or at the door. It is the expectations of the classroom and across the school, that students are actively involved in their morning routine of unpacking their bag, and putting their bag away. In N3, this might look like supported unzipping of bags, pulling out their communication device, and staff modelling putting bags into lockers. After following their tasks, students are invited to take an opportunity to make a choice of an activity of free choosing. In N3—Music is usually the winner here!

After a lively and informative Morning Meeting, we need a movement break—Move and groove time! Sam gets up and going in his walker, often all around the school, delivering messages, visiting the office, or even down to the orchard to pick some fresh fruit. Jordan and Kate are regulars walking out to the swing to sit together and enjoy some early morning movement and wind in their hair. Bella is usually the music guru who holds on to the speaker for us and gets some laps and step count up! Charlotte, sometimes first out the door, gets her groove on by moving into different parts of the play space, more frequently dancing and following the group, staying close to her peers, and watching the swings with joy.

Room W2 ~ Marshall & Mark

Hello everyone. The term has absolutely flown by, and the W2 crew have been busy learning, exploring, and having lots of fun along the way! There's been no shortage of exciting moments in our classroom.

Our new Friday sports program, run by Athletics Australia, has been a fantastic hit with W2 students! It was wonderful to see everyone getting involved and finding activities they enjoyed. Phong showed incredible stamina, running lap after lap around the gym. Cade and Issy moved through the shuttle run course with coordination. Alessandro and Vignesh demonstrated great aim and focus as they launched bean bags through the target. Meanwhile, Elijah tackled the jumping circuit with agility and precision, hopping from hoop to hoop with ease. We're excited for the next session and can't wait to see our students continue to challenge themselves and have fun through movement!

Over the past week, our shared reading text has been “Shoo!”, a fun and engaging story about a woman who isn't too fond of animals—and the surprise she gets when a group of zoo animals moves in next door! Students have really enjoyed diving into the story, using the Aided Language Display to identify and name the different animals they spotted on each page. The repetitive chant throughout the story, “Shoo, shoo, I don't like you, go back to the zoo!” quickly became a class favourite, with everyone joining in enthusiastically, with lots of laughs during each reading.

Room W3 ~ Lisa & Paddy

While Charles is on leave, W3 students have been enthusiastically continuing their classroom programs and making the most of every opportunity to stay active and connected.

To keep warm and energised during recent wintery weeks, the class has embraced many movement-based activities. A highlight was a recent session with our new athletics coach, who led a fun and engaging kick-off event. Chris enjoyed joining staff to run along the indoor running track and joined in a lively relay race with support. Theo had a great time leaping over a series of small hurdles setup in the gym, while Meckenzie showed off her aim by throwing beanbags at different targets.

Jay has taken full advantage of the dry weather, regularly riding the Rifton adapted bike and building his confidence and coordination.

Meanwhile, Ronny has been using a visual planner to count down the days until Charles returns—he's looking forward to sharing all his stories and adventures when they reunite! The classroom staff have kept the programs running seamlessly, and it's been wonderful to see the students staying active, curious, and engaged. We know Charles will be thrilled to hear all about their experiences when he's back next week.

Room W4 ~ Gloria, Jacqui & Aura

What a term it's been so far—full of energy, curiosity, and creativity! Our students have been busy exploring the world of data collection and display, using both online games and hands-on activities. It's been fantastic to see their teamwork and enthusiasm as they learned to gather, organise, and present information in meaningful ways.

In literacy, we've been diving into the world of storytelling—comparing fiction and non-fiction and discovering how authors use imagination or facts to connect with readers. The discussions have been thoughtful and engaging, with students sharing their own insights and preferences. Our Tuesday shopping adventures have become a highlight! The class has mastered navigating our local Woolworths, confidently selecting items for our school café program. They're quick, focused, and working like a well-oiled team!

We are all very much looking forward to our upcoming school concert and have been rehearsing for our performance, *Dancing Through the Decades*, with incredible dedication. From 70s grooves to 90s moves, the students have poured their hearts into every step. A special shout-out to our costume shopping trip—what a joy it was to see their creativity shine as they picked out outfits and hats! We can't wait to see you at the concert—it's going to be a night to remember!

Last week, we celebrated Ellie's 17th birthday with a joint party alongside W2 and W3. With music, food, and a surprise visit from Ellie's mum, dad, and grandmother, it was a beautiful moment of joy and connection. We also enjoyed an athletics session with Jim who will be back for four more sessions; we had fun running, jumping, throwing and catching.

We're so proud of our W4 learners—their positivity, hard work, and support for one another make this class truly special.

Bayside SDS Values:

Teamwork—Working in teams offers a greater sense of belonging. By emphasising the value of teamwork and the importance of collaboration we achieve better outcomes for our students.

Respect—Respect means that you accept somebody for who they are, even when they are different from you or you do not agree with them. Respect in your relationships builds feelings of trust, safety, and wellbeing.

Opportunity—We are committed to providing services, resources and encouragement that equip students and families for better outcomes, new futures, new hope and dignity.

Compassion—Compassion means temporarily suspending judgment so that you can appreciate others' perspectives or situations when they are different from your own. To be compassionate you need to be genuinely concerned about the other person or people's needs.

Community—Respect for the rights, differences, and dignity of others. Honesty and integrity with all members of the community. Accountability for personal behaviour